DOCUMENT RESUME

ED 281 046 CE 046 994

AUTHOR Cheu, Janey M. Y.; And Others
TITLE A Guide to Health Occupations. Teacher's Guide.
INSTITUTION Rutgers, The State Univ., New Brunswick, N.J. Center for Coastal and Environmental Studies.
SPONS AGENCY New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
PUB DATE Jun 83
NOTE 26p.; For the related student publication, see CE 046 995.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Allied Health Occupations; Behavioral Objectives; *Career Exploration; *Career Planning; Educational Needs; Employment Opportunities; *Employment Qualifications; *Health Services; Learning Activities; *Medical Services; Secondary Education

ABSTRACT

This guide is intended to assist teachers in using a companion health career reference as a class text for introducing students to the health field. The first two sections describe the purposes and organization of the companion guide. Discussed next are ways of helping students explore health career opportunities and options and come to understand that both health careers and their personal and career goals will change over time. The third part deals with using the guide in the classroom and includes plans for conducting learning activities dealing with the following topics: the scope of the health field, health needs and trends, ways of combining skills and interests, health employment opportunities in the local community, procedures in planning a course of study, and skills and qualifications (and ways of highlighting these in job interviews and on job applications). The companion guide covers working in the health field and planning a career as well as opportunities and skill, interest, and educational requirements in occupations in clinical laboratory, dental, dietetic and nutritional, eye care, health administration, clerical and support, health education and community, information and communication, medical instrumentation and machine operation, medical, nursing and physician extender, pharmaceutical, and rehabilitation services. (MN)

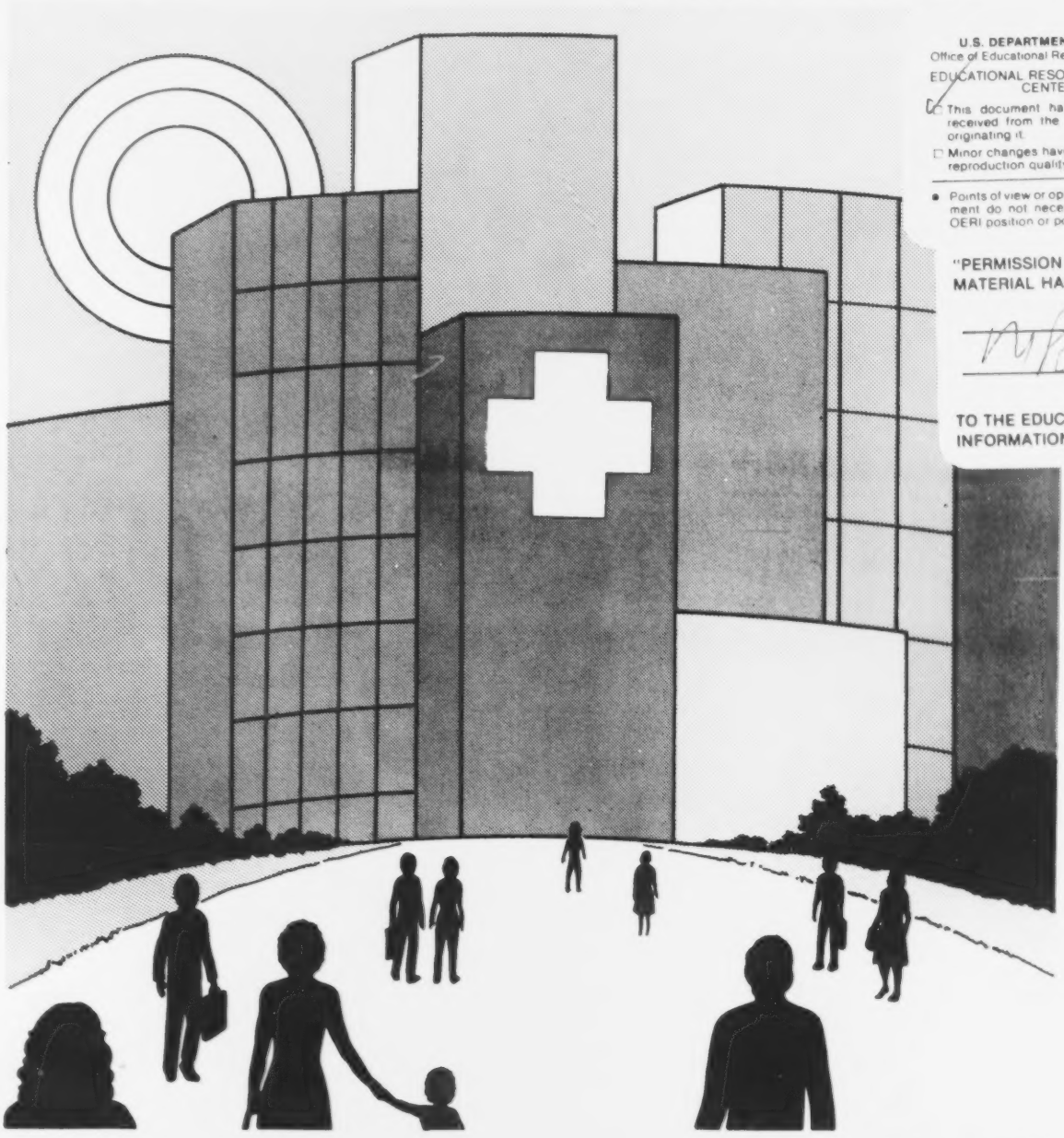
****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

A GUIDE TO HEALTH OCCUPATIONS

Teacher's Guide

ED281046

CE046994



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

TU Docs

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Center for Coastal and Environmental Studies

THE STATE UNIVERSITY OF NEW JERSEY
RUTGERS

HL-1033

A GUIDE TO HEALTH OCCUPATIONS

Teacher's Guide

by

Janey M.Y. Cheu
Peggy Ross
Nancy Brzezinski

Graphic Artist
Maureen Dunphy

Project Directors
Dr. Louis A. Iozzi
Janey M.Y. Cheu

June 1983

Dr. Norbert P. Psuty, Director
Center for Coastal and Environmental Studies
Rutgers - The State University of New Jersey
Doolittle Hall
New Brunswick, New Jersey 08903

A GUIDE TO HEALTH OCCUPATIONS

Teacher's Guide

This handbook was prepared by the Center for Costal and Environmental Studies at Rutgers - The State University of New Jersey for the New Jersey State Department of Education, Division of Vocational Education, under P.L. 94-482, Section 133, Project Number 243. The opinions expressed within this handbook do not necessarily represent official funding agency positions or policies.

It is a policy of the State Board of Education and the New Jersey State Department of Education that no person, on the basis of race, color, creed, national origin, age, sex, handicap or marital status, shall be subjected to discrimination in employment or be excluded from or denied benefits of any activity, program or service for which the Department has responsibility. The Department will comply with all state and federal laws and regulations concerning non-discrimination.

NEW JERSEY VOCATIONAL EDUCATION RESOURCE CENTER
RUTGERS - THE STATE UNIVERSITY
200 OLD MATAWAN ROAD
OLD BRIDGE, NEW JERSEY 08857

ACKNOWLEDGEMENTS

The authors wish to thank Michelle Volesko, from the Center for Health Affairs, who answered our innumerable questions. We thank also the staff of the Occupational Resource Center in Edison, particularly Dena Leiter and Susan Wright, who provided invaluable research assistance.

The authors are also indebted to the personnel at the various hospitals, rehabilitation centers, and health related industries, who so graciously gave of their time and shared their expertise.

Table of Contents

		Page
I.	INTRODUCTION	1
II.	HELPING YOUR STUDENTS EXPLORE	1
III.	USING THE GUIDE IN THE CLASSROOM	3
	Activity 1: What is the Health Field?	5
	Worksheet 1: What is the Health Field?	6
	Activity 2: Health Needs and Trends	7
	Worksheet 2: Health Needs	8
	Activity 3: Combining Skills and Interests	9
	Activity 4: Health Employment Opportunities in Your Community	11
	Activity 5: Planning a Course of Study	13
	Activity 6: Skills and Qualifications	15
	Worksheet 3: Instructions for the Personnel Interviewer	17
	Worksheet 4: Instructions to Person Role Playing the Job Applicant	19

I. INTRODUCTION

A Guide to Health Occupations is designed to familiarize secondary students with the variety of occupational opportunities in the health field. With advances in science, medicine and technology, revolutionary changes are taking place in health care and the delivery of health services, creating new job categories and new work environments. The health field, with over 200 different occupations, offers much diversity, but relatively few people are aware of the array of these opportunities. As a large field, and one predicted to further expand, students should consider its many possibilities in their career exploration.

Insight into the health field depends also on knowledge about the workplace. As such, we have in addition, focused on the various health care environments, highlighting some which may be lesser known to students. The information contained in this guide serves both to introduce students to the extensive opportunities in the health field and to provide information resources for career planning.

II. HELPING YOUR STUDENTS EXPLORE

This guide to health occupations may be used in several ways:

- A health career reference for guidance counselors, career counselors, teachers and students
- A guide introducing students to the health field
- A class text for career education

Using this guide as a basis of career education activities is perhaps the more fruitful use, especially when students are in their embryonic stages of career discovery. Since students, for the most part, have had little exposure to career exploration, the more guidance they are provided the more insights they will gain. By exploring the guide together, questions will inevitably arise. Discussing those questions and the sharing of ideas are the foundations for expanding students' horizons. The idea of choosing a career is a formidable one. Discussing those concerns are important in the guidance process and can help students recognize that everyone (including adults), has apprehensions and continually raise the question, "What will I do when I grow up?"

Expanding the Options

Your role as teacher or counselor is to guide students to explore widely. The exploration process enables them to discover options. The notion of "options" is critical to wise career planning. Career frustrations frequently result when people are dissatisfied with their jobs but feel "trapped" because they do not see other alternatives. It is important for students to recognize that their particular set of personality characteristics, interests, and abilities, does not limit them to one singular direction. A number of different directions are equally possible. Knowing a variety of possibilities becomes the basis for wise and informed choices, as well as allow for flexibility in planning. Students, therefore, should learn as much as they can about the different occupations and in doing so, begin to encounter more options.

Expanding the Information Base

As emphasized throughout the guide, an important dimension of choosing a career is to develop a broad information base. Hence, class activities and discussions should not be directed towards the goal of "finding the right occupation," but to learn more about different occupations and understanding the world of work. We all have stereotypic images of work roles, but students hold perhaps more "mythical" preconceptions because they have had little experience in the work world. A major obstacle is cleared when we can help students discover the varieties of work that are available. Even within a given occupation, the work may vary substantially, depending on the workplace. Too often students reject occupations on the basis of stereotypic notions. Given more information, those occupations may, surprisingly, warrant their reconsideration.

Expanding the Concept of Health Care

In exploring health occupations with your students, stress the diversity of the field. When we think of the health field, the dominant image that comes to mind is that of caring for the sick or injured. While that image is legitimate, it does not begin to cover the spectrum of the field. Hopefully, as students are exposed to the multifarious nature of health occupations, they will broaden the scope of that image. A narrow perspective restricts the number of choices. Encourage students to examine various occupations, even those they think are of no interest to them. Although some occupations may not spark an interest, learning about them can offer additional insight into the ways in which people apply their skills and, indirectly, provide clues about occupations that are of interest.

Change

Another concept that should be emphasized as students explore is that of change--changes that are occurring in the health field as well as changes that occur as students learn and develop other interests and skills. Change in the workplace is more easily recognized. We can see it in the types of equipment used and in what people do. Much more elusive is recognizing it in ourselves. For students, the notion that they are changing (other than in size and appearance) and will continue to change needs to be instilled.

Frequently, students do not realize that their priorities change with time; what they hold important today may have less significance in subsequent years. It may be useful to conduct a class discussion around the topics of life stages and consider a person's needs, concerns, responsibilities, priorities and capabilities at the various stages.

Also, students do not readily recognize that while in the process of learning they are acquiring new skills and abilities. They tend to equate schooling with information and grades, and hence fail to realize their many new capabilities. Relating what people do in various jobs and how their abilities are acquired in and out of the classroom setting can help students better understand some of their own achievements. All too often, students limit their goals and horizons because they are unaware of their personal growth.

The idea of change goes hand-in-hand with the idea of flexibility in planning. Since technological and societal changes are occurring at unprecedented rates, the ability to respond to and adapt to change becomes all the more critical. While it is not possible to predict with certainty future changes, it is possible to at least examine current and emerging trends. By becoming aware of potential directions of change, one can begin to contemplate alternatives.

A number of future forecasting strategies are useful in the classroom setting, among which future scenarios is one. For example, have students present possible future scenarios and discuss how different situations might impact on the health care field and in the way health care workers serve the public. Students might then make some future projections and suggest various ways in which they might respond to new events. Discussions of this nature will help students anticipate change.

III. USING THE GUIDE IN THE CLASSROOM

As discussed earlier, students will benefit most from the Guide if class activities are designed around its contents. In

this way, students can more specifically focus on the various considerations that need to be taken into account in career exploration. Also, sufficient opportunities should be made available for students to share their thoughts on careers and their concerns regarding the planning process.

Introductory Survey of the Guide

Examine the Guide with your students to familiarize them with the nature of the topics included. Point out the different sections such as the Introduction, Working in the Health Field, and Occupation Descriptions and the type of information presented in each section. You may, at this point, wish to briefly explain the DOT numbers and how they are used. Also, review the section on "medical terms" so that students will not feel overwhelmed when they encounter them in their reading. Practicing the pronunciation of terms will further allay anxiety on some of the long words that consist of 20 or more letters.

To briefly highlight the diversity and rapid expansion of the health field, select an occupation from each of the service areas for students to read. Have them identify where persons in that occupation work and some of their daily functions in the various work settings. Demonstrate how the health field has changed by considering how advances in medical science and technology and increased knowledge have impacted on each of these occupations. This concept can be easily illustrated by drawing a time line on the chalk board and having students estimate when the occupation emerged. The emergence of some occupations can be readily pinpointed by knowing when certain instrumentation came into use or when new medical breakthroughs took place.

Some Suggested Activities

The following are a few activities designed for the classroom. Although additional resources can enhance some of the activities, the information found in the guide is sufficient to complete the activities. Some suggested student activities are also found in Section IV of the Guide.

ACTIVITY 1: What is the Health Field?

Nature of the Activity:

Answering worksheet questions and class discussion

Purpose:

This activity is designed to introduce students to the health field, by examining its scope and defining some terms.

Suggested Procedure:

- Reproduce copies of the worksheet and have each student write out responses to the questions.

- When students have completed the worksheet, have them discuss their responses. Their responses should help them define the following terms:

  Health - Although we usually think of health as the absence of disease, it encompasses much more. The World Health Organization defines it as a state of complete physical, social and mental well-being. Maintenance of good health, therefore, depends on many factors: the environment in which we live, the food we eat, our ability to pay for medical care, our interaction with others, our knowledge about preventive health care and so on. Hence, people such as educators, nutritionists, and environmental engineers all contribute to our total health and come under the category of health workers.

  Health care provider vs. allied health personnel - Health care providers are personnel who provide direct services to patients. They include physicians, dentists, optometrists, nurses, speech therapists and so on. Allied health personnel assist health care providers, directly or indirectly, with services or products. This group spans a broad spectrum, ranging from health researchers to dietitians to medical illustrators.

  Support personnel - Operating health facilities depend on many people who are not trained specifically in the area of of health. They include personnel directors, receptionists, cafeteria managers, plant engineers, and many more.

- Examine Section II of the Guide with the students and discuss some of various work settings that employ health personnel.

Worksheet 1

What is the Health Field?

1. Name a few factors that contribute to good health.

2. How do people who test our water supplies contribute to our health?

3. Name some workers that doctors depend upon in order to treat a patient with a broken leg.

4. In what ways can nurses apply their training in a steel plant?

5. Name a few hospital personnel who are trained in areas other than health.

ACTIVITY 2: Health Needs and Trends

Nature of the Activity:

Small group discussion and completion of the Health Needs Chart

Purpose:

Students will compare and contrast the health needs of different age group populations to gain an understanding of varying personal needs.

Suggested Procedures:

- Have students meet in small groups. Each group is to construct a chart similar to the one shown in the sample. Instruct students to complete the chart by listing some of the possible health needs of the person described on the left. They might consider normal situations as well as emergency situations. They should consult Section III of the Guide to identify some of the health professionals who might provide services to that person.

- When the groups have completed their charts, have a spokesperson from each group share the group's list. With the class as a whole, discuss some of the following questions:

  Discussion Questions

  - What health needs were similar?
  - Who might require the services of the most number of different health personnel?
  - Who might have the highest medical expenses?
  - Consider the following situations and how they might change the demand for different health occupations:
    - A rapid rise in the birth rate.
    - 50% of the population is over 55.
    - A rapid increase in the number of people participating in sports.
    - Highway accidents increase dramatically.
    - The standard of living rises.

Worksheet 2

Health Needs

	What possible health service might this person require and who might provide that service?
12-month old baby	
High school football player	
Overweight executive - 45 years old	
Woman paralyzed as a result of an auto accident - 30 years old	
70-year old man with failing eyesight	

ACTIVITY 3: Combining Skills and Interests

Nature of the Activity:

Student research using the Guide and class discussion

Purpose:

This activity is intended to demonstrate the diversity of health occupations, many of which combine seemingly disparate subject areas.

Suggested Procedures:

- This activity may be accomplished by students individually or in small groups. Present the following list, Interest Combinations, to students. Instruct them to recommend a health occupation for a person who wishes to pursue a career which combines the two areas of interest.
- When students have completed the assignment, list some of their findings on the board.
  - Are there a number of different occupations for each combination?
  - Which occupations require more specialized training? Which occupations require a more general type of education?
  - For each occupation what additional skills are important?
  - Which occupations deal with providing products or indirect services to patients/clients?
  - Which occupations deal with providing direct patient care services?
- Discuss with students how persons in those occupations apply their knowledge and skills in their work activities.

INTEREST COMBINATIONS

- art and psychology
- office practice and accounting
- photography and biology
- education and psychology
- recreation and arts and crafts
- computers and machine shop
- engineering and biology
- food and management
- sales and chemistry
- woodworking and art
- language and psychology
- mechanical drawing and ceramics
- office management and health sciences
- physics and biology
- mental health and sociology
- physical education and health sciences
- electronics and biology
- mathematics and biology
- management and statistics
- anatomy and metal work
- first aid and scuba diving
- social science and office practice
- music and psychology

ACTIVITY 4: Health Employment Opportunities in Your Community

Nature of the Activity:

Investigating the local job market through the want ads.

Purpose:

The purpose of this activity is to acquaint students with some of the current health personnel needs of the community.

Suggested Procedures:

- Have students bring in the want ads from the local newspapers. Papers that serve a wide metropolitan area should also be included. The Sunday edition of the New York Times is an excellent source. If possible, have some students bring in back issues so that there is some diversity.

- Divide the class into small groups and have each group work with a different newspaper or issue.

- Each group will develop a health employment opportunity profile in the following way:

  - Group the occupations in their particular service area. (Use the grouping found in the Guide.) Within each service area have the students determine the job opportunities. If the jobs are numerous, students may wish to make a bar graph to illustrate the demand.

  - Have students compare the needs in the various service areas. Where are the personnel needs? Does there seem to be a critical shortage of trained personnel in some areas? In what type of health care setting are the jobs most numerous?

  - Students may also wish to compare the working conditions, salary and benefits offered by the different employers.

  - The group will then summarize their findings to produce their health employment opportunity profile. Charts and graphs are useful ways to organize and convey their ideas.

  - When the groups have completed their profile, a spokesperson(s) from each group will present its findings. (Depending on the newspaper, some groups may need one or more class periods. The Sunday New York Times, for example, frequently carries six or more pages of ads for health care personnel.)

- After each group has made its presentation, the class as a whole should discuss the status of the current health care job market. They may wish to entertain some of the following questions:

  - How do job opportunities in the local community compare with those in the larger metropolitan area (i.e., the greater New York and Philadelphia area) or out-of-state?

  - Who are some of the major employers? Do employers differ in what they offer in salary and benefits?

  - Do any of the employers offer additional training opportunities?

  - Are there new specializations that seem to be opening up?

ACTIVITY 5: Planning a Course of Study

Nature of the Activity:

Student research of educational requirements and planning

Purpose:

The purpose of this activity is to help students focus on the educational preparation necessary for a given occupation.

Suggested Procedure:

- Have students select an occupation from those presented in the Guide. Or, alternatively, write the occupational titles on separate pieces of paper and randomly distribute one to each student.

- Have students review Section IV, Planning a Career, before they begin, as well as become familiar with the occupation.

- Students will assume the role of a guidance counselor and will develop a recommended list of high school courses for a student wishing to enter the occupation selected or assigned.

- Accompanying the high school course of study should be a brief statement explaining why certain courses were selected and why those courses were considered useful preparation.

- In addition to the list of courses covering 3 or 4 years of high school, they will also suggest a program of post high school training or education--some choices of schools or training programs.

- In developing the suggested post-secondary program, it would be helpful to have school catalogs available so that students will have more information to make comparisons. When making school selections, students should consider such factors as costs, time, and future opportunities. For example, the "student guidance counselor" might recommend an "ideal" school if costs and time were not constraints. They should also include other options if time and costs were important considerations. (A hypothetical profile of the "counselee" might be presented to the "student guidance counselor" so that he or she will have a better basis on which to make recommendations at the post-secondary level. It may include having to live at home to defray costs, having to work part-time, etc.) In some occupations, there may be several ways of entry and these different ways should be evaluated before making the recommendation.

- The "student guidance counselor" will then write a brief statement explaining why the particular plan was recommended; i.e., why was a given school or training program selected over others?

- Have students present their recommendations to the class. The short presentation should summarize the following:

  - A hypothetical profile of the student counselee--a brief description of the student's background, personality, and interests.

  - A general plan for high school study--highlighting courses that will be most useful with an explanation as to why the "student" should take particular courses.

  - A recommended list of two or three training programs or schools that will prepare one for that occupation. The "counselor" should indicate the reasons for the recommendations. For example, why was a two-year program selected instead of a three-year program.

ACTIVITY 6: Skills and Qualifications

Nature of the Activity:

Students to role play personnel interviewers and job applicants.

Purpose:

This simulation activity provides students an opportunity to examine an occupation in greater depth and gain experience in the interview process.

Suggested Procedure:

- Members of the class will take the role of a personnel interviewer or a job applicant. The class may be divided equally among those roles with one interviewer for each applicant, Procedure I. Or, alternatively, 4 or 5 students will serve as personnel recruiters and remaining class members will take the role of job applicants, Procedure II.

- Procedure I

  In this procedure students will work in pairs. The assignment of the student team should be made prior to the simulation. The personnel interviewer will select the position-to-be-filled and the particular job setting (i.e., hospital, government agency, clinic, private laboratory, etc.). The job applicant will then prepare for the interview based on the information given.

- Procedure II

  - Four of five students will be selected as personnel interviewer. Each recruiter will select a different position to-be-filled and a different work setting. They will then post the position by writing a short description of the job, duties, and type of qualifications required. They may wish to follow a format similar to that found in the want ads.

  - The personnel interviewers will then post their job announcement at designated places in the room, and remaining students will select the position for which they will apply.

  - This procedure introduces the element of competition because several students will be vying for the same position. Hence, their level of preparedness and presentation becomes more important.

- After you have determined the procedure to be employed and have explained it to the students, establish the time parameters.

  - How much time will students be given to prepare their roles?

  - How much time will be allotted for each interview? This, of course, will be largely determined by the size of the class and how many class meetings will be devoted to this activity. Ten minutes per interview is usually sufficient.

  - Reproduce copies of the role instructions (Worksheet 3 and Worksheet 4) and distribute them to the appropriate students.

Worksheet 3

Instructions for the Personnel Interviewer

General Comments

As members of the personnel department of your organization (or proprietor of a business or practitioner in private practice), you have an important responsibility in how well the organization runs. The types of persons you hire determine the quality of care and services that patients/clients will receive. You will need to know the type of qualifications needed for particular jobs and find the "right" person to fill that job. Therefore, you must be able to ask the kinds of questions that will give you the necessary information about the job candidate. Prepare your interview questions with care and make sure they will cover all the important points.

Procedure

- Select an occupation from the Guide. This will be the job for which you have an opening, and you will interview applicant(s) applying for the job.

- Determine the type of health care setting you represent. (Hospital? Clinic? Government agency? Physician in private practice? Owner of a pharmacy? Nursing home? etc.)

- Write a job announcement. This is a brief description of the job and indicates the type of person you are looking for (qualifications and other traits). Consult some "want ads" for possible ideas. You should also include some information about your organization that may be of interest to the applicant. (It is also important for applicants to know that you as an employer have something special to offer and that they will enjoy working there.)

- Depending on the procedure your class will follow, you will either give the job announcement to the job applicant or post it on the board.

Preparing the Interview

The technique of interviewing is both a skill and an art. You need to obtain information, but, at the same time, you need to keep the interviewees at ease and comfortable so that they do

not feel threatened or embarrassed. Therefore, how you ask a question is critical. Throughout the interview you must keep your objectives in mind--that is, to determine whether the applicant has the qualifications and will work well in your organization. In this activity, you do not have an unlimited amount of time, so you must not get sidetracked.

For your interview you will prepare a list of questions that will help guide you. The following are some ideas you might consider.

- Find out if the applicant has the necessary training or other preparation.
- Does the applicant have other types of experiences that will add to how well he/she will work?
- Does the applicant have the type of personality for the job? If the job requires interacting with people, what characteristics about the applicant give you information that he/she enjoys working with others?
- What are the applicant's strengths? Weaknesses?
- How well will the applicant work with other personnel on your staff?
- Does the applicant show an interest in the work?
- Does the applicant have a good understanding of the job and the duties required of him or her?

After you have written out your questions, organize them so that you ask the more important questions first. If you run out of time, you would have at least covered the major points.

Worksheet 4

Instructions to Person Role Playing the Job Applicant

General Comments

The job interview is your opportunity to present yourself in the best light. You need to convince the interviewer that you have the necessary skills and will do the job well. It is important for you to show that you understand the nature of the work and that you will be an asset to your employer. How confident you are about yourself and your abilities will influence how others see you.

When you prepare for the interview do your "homework" well. Find out as much as you can about the type of work the job requires so that you know what the interviewer is looking for. Also, learn something about the employer so that you can show that you will fit well in that type of organization. That is, what will indicate that you enjoy working in a large setting or a smaller setting. Try to anticipate the type of questions that will be asked so that you will not be at a loss for a response.

Procedure

- Depending on the procedure employed by the class, you will be given a job announcement or job announcements will be posted on the board. In the first instance, you will apply for the job presented and develop a role character suited for that job. In the latter instance, you have the opportunity to select the job that you will be applying for.

- Prepare an information sheet about "yourself" so that you will have some "reminders" to help you answer the question. Since this is a hypothetical situation, you have a great deal of latitude in developing the role you will play. It is therefore up to you to create the "best" person for the job. (In a real life situation, you will not use an information sheet because you know yourself well.)

- There will be a time limit on the interview, so it will be important for you to respond clearly and succinctly. Similar to a 30-second commercial, many ideas can be covered in a short time; it is all in the way that they are presented.

Preparing to be Interviewed

Your information sheet is perhaps best written in an outline form with the major points highlighted. At a quick glance you can easily find clues to help you respond.

The following are some ideas to help you plan your role.

- Review carefully the occupation described in the guide. Try to imagine the type of person who might be best suited for the job. What qualifications and personality traits seem most important? What others do you think are important but are not mentioned?
- Identify your training and experiences. (You might pick a school or training program so that you can answer more specifically.)
- Imagine the setting of the job, and identify some of your characteristics to show that you will fit in well with that environment.
- In what ways can you demonstrate how your various experiences will add to your qualifications (hobbies, other activities, etc.).
- What evidence can you provide that demonstrates your abilities to do the job well? What are your strengths?
- What have you learned on other jobs? Accomplished?
- What are indicators that you enjoy your occupation?
- Why are you applying for the job?
- Why would an employer select you over other applicants?